



# Senate

General Assembly

**File No. 528**

January Session, 2017

Substitute Senate Bill No. 912

*Senate, April 11, 2017*

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

**AN ACT CONCERNING REVISIONS TO THE STAFF  
QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD  
EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subparagraphs (B) and (C) of subdivision (2) of subsection  
2 (b) of section 10-16p of the general statutes are repealed and the  
3 following is substituted in lieu thereof (*Effective July 1, 2017*):

4 (B) From July 1, [2017] 2018, until June 30, [2020] 2021, "staff  
5 qualifications" means that for each early childhood education program  
6 accepting state funds for infant, toddler and preschool spaces  
7 associated with such program's child care program or school readiness  
8 program, (i) at least fifty per cent of those individuals with the primary  
9 responsibility for a classroom of children (I) hold [(I)] certification  
10 pursuant to section 10-145b with an endorsement in early childhood  
11 education or early childhood special education, [or] (II) hold a  
12 bachelor's degree with a concentration in early childhood education,

13 including, but not limited to, a bachelor's degree in early childhood  
14 education, child study, child development or human growth and  
15 development, from an institution of higher education accredited by the  
16 Board of Regents for Higher Education or Office of Higher Education,  
17 and regionally accredited, provided such bachelor's degree program is  
18 approved by the Board of Regents for Higher Education or the Office  
19 of Higher Education and the Office of Early Childhood, (III) hold a  
20 bachelor's degree in early childhood education, child study, child  
21 development or human growth and development, or the functional  
22 equivalent of such subject areas, from an institution of higher  
23 education that is regionally accredited, or (IV) satisfy the requirements  
24 of subdivision (3), (4) or (5) of this subsection, and (ii) such remaining  
25 individuals with the primary responsibility for a classroom of children  
26 hold an associate degree with a concentration in early childhood  
27 education, including, but not limited to, an associate degree in early  
28 childhood education, child study, child development or human  
29 growth and development, from an institution of higher education (I)  
30 accredited by the Board of Regents for Higher Education or Office of  
31 Higher Education, and (II) regionally accredited, provided such  
32 associate degree program is approved by the Board of Regents for  
33 Higher Education or the Office of Higher Education and the Office of  
34 Early Childhood; and

35 (C) On and after July 1, [2020] 2021, "staff qualifications" means that  
36 for each early childhood education program accepting state funds for  
37 infant, toddler and preschool spaces associated with such program's  
38 child care program or school readiness program, one hundred per cent  
39 of those individuals with the primary responsibility for a classroom of  
40 children (i) hold [(i)] certification pursuant to section 10-145b with an  
41 endorsement in early childhood education or early childhood special  
42 education, [or] (ii) hold a bachelor's degree with a concentration in  
43 early childhood education, including, but not limited to, a bachelor's  
44 degree in early childhood education, child study, child development or  
45 human growth and development, from an institution of higher  
46 education [(I)] accredited by the Board of Regents for Higher  
47 Education or the Office of Higher Education, and [(II)] regionally

48 accredited, provided such bachelor's degree program is approved by  
49 the Board of Regents for Higher Education or the Office of Higher  
50 Education and the Office of Early Childhood, (iii) hold a bachelor's  
51 degree in early childhood education, child study, child development or  
52 human growth and development, or the functional equivalent of such  
53 subject areas, from an institution of higher education that is regionally  
54 accredited, or (iv) satisfy the requirements of subdivision (3), (4) or (5)  
55 of this subsection.

This act shall take effect as follows and shall amend the following sections:

Section 1	July 1, 2017	10-16p(b)(2)(B) and (C)
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**ED**

*Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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***OFA Fiscal Note******State Impact:*** None***Municipal Impact:*** None***Explanation***

The bill makes changes to certain staff qualifications, which is not anticipated to result in a fiscal impact as this is administrative in nature.

***The Out Years******State Impact:*** None***Municipal Impact:*** None

**OLR Bill Analysis****sSB 912****AN ACT CONCERNING REVISIONS TO THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.****SUMMARY**

Existing law increases the higher education requirements for school readiness staff in two phases. In the first phase, at least 50% of classroom staff in each state-funded school readiness program must hold either a (1) teaching certificate with an endorsement in early childhood education or early childhood special education or (2) bachelor's degree with an early childhood education concentration that is accredited by the state or regionally accredited with state approval. In the second phase, 100% of classroom staff in each school readiness program must have either a teaching certificate or bachelor's degree.

This bill delays the first phase by one year, from July 1, 2017 to July 1, 2018, and the second phase by one year, from July 1, 2020 to July 1, 2021.

The bill also creates the following two additional ways for school readiness staff to meet the higher education requirements: (1) by holding a bachelor's degree in early childhood education or a similar discipline from a regionally accredited institution (i.e., does not require approval in Connecticut) or (2) under the law that already grandfathered in existing early childcare workers (see BACKGROUND).

EFFECTIVE DATE: July 1, 2017

**BACKGROUND*****Grandfathering***

Two existing statutory provisions allow certain school readiness

staff members to meet the higher education requirements (i.e., are grandfathered).

Under one provision, staff members are considered to have satisfied the requirements through June 30, 2025 if they have:

1. an associate's degree with at least 12 credits in early childhood education or child development from a higher education institution accredited in Connecticut and regionally accredited and
2. been employed by the same school readiness program since at least 1995.

Beginning July 1, 2025, these staff members must hold a childhood development associate credential or an equivalent credential or otherwise meet the law's stricter requirements (CGS § 10-16p(b)(5)).

Under a second provision, staff members are considered to have met the requirements if they (1) were employed by a program on June 30, 2015 and (2) have a (a) bachelor's degree in early childhood education or child development or (b) bachelor's degree and at least 12 credits in in early childhood education or child development (CGS § 10-16p(b)(3)).

## **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 36 Nay 0 (03/22/2017)